

LEADING CAUSES OF DEATH

DEATH CERTIFICATES

leading causes of death

mortality data

Public Health Data

OUR SILENT PARTNER

TEEN PREGNANCY

deaths due to smoking

Facilitator Guide

pregnancy rate

birth rate

SMOKING AND HEALTH

population-based surveys

prevalence rate



U. S. DEPARTMENT OF HEALTH & HUMAN SERVICES
Public Health Service
Centers for Disease Control
and Prevention (CDC)
National Center for Health Statistics
Public Health Practice Program Office
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Facilitator Guide Table of Contents

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What is your role?

Your role, as an instructor or facilitator, is to guide participants through the course and keep the training on track. This guide will help you:

- C Open the training session.
- C Set a pace for the course that is compatible with participants' learning styles and individual needs.
- C Provide additional explanation of concepts covered in the course.
- C Help participants apply the course concepts to local situations and nuances.
- C Lead group discussions on key issues.
- C Answer questions to clarify concepts or resolve confusion.
- C Conclude the training with an end-of-course evaluation questionnaire.

(40 minutes, total)

INTRODUCTION

(10 minutes)

I. Welcome and Introductions

(15 minutes)

II. Logistics and Administrative Issues

(5 minutes)

III. Viewing of Video - Introduction

(10 minutes)

IV. Workbook

Workbook Introduction

- A. Distribute a course workbook to each participant.
- B. Ask them to read the Introduction section of the workbook.
- C. Answer any questions they may have at this point.

MODULE 1

(206 minutes for
Module 1)

(70 minutes for
Section I.)

Section I. Introduction to Quantitative Data

(10 minutes)

I. Viewing of Video - Act 1

(30 minutes)

II. Group Discussion on Past Experience with Data

- A. Acknowledge that Helen's fears of data and statistics are shared by many public health workers. Ask for a show of hands of participants who can identify with Helen's feelings.
- B. Divide participants into groups of two, and ask them to spend about 5 minutes sharing with their partner both a positive and negative experience they have had working with data/statistics during their careers. Areas to explore include:
- questions they were trying to answer with data
 - types of data used
 - frustrations with acquiring or analyzing data
 - decisions made from data.
- C. Reconvene the entire group and ask if any participants wish to share their experiences with the entire group. Be sure to emphasize positive experiences to reinforce the usefulness of data in answering public health questions.
- D. Ask participants to identify ways in which data can be used to further the causes of public health. Record ideas on the left side of the flip chart.

Flip chart

(30 minutes)

- E. Now ask participants to list the limitations of data (e.g., the kinds of questions data cannot help answer). Record ideas on the right side of the flip chart.

Workbook Section I

III. Workbook

Workbook Exercise 1

- A. Ask participants to read Section I of their workbooks, and to complete Exercise 1.
- B. Encourage participants to raise their hands if they need help or have questions.
- C. When all participants have finished the exercise, review the answers and lead a general group discussion on specific death data collected in your state or local area. Topics to cover might include:
- sources of death data
 - methods for obtaining death data
 - local variations in data collected (e.g., does the state death certificate include data on education? occupation? industry? involvement of alcohol or tobacco?)
 - quality of local death data

IV. Optional Exercises

If time permits, two additional exercises are suggested. Both require some planning prior to the course.

- A. Provide copies of local forms, procedures, reports, telephone numbers of contact people, etc.
- B. Invite a staff person from the State Vital Statistics Office to discuss what data are available, how to obtain them, etc.

Section II. Standard Mortality Measures

(46 minutes for
Section II.)

I. Viewing of Video - Act 2

(6 minutes)

II. Workbook

(40 minutes)

Workbook Section II

- A. Ask participants to turn to Section II of their workbooks.
- B. Explain that they will first read text that provides more detail on the concepts just introduced in the video.
- C. Note that after the text are two exercises, Exercises 2 and 3. They should complete these exercises independently. Again, encourage them to raise their hands with questions.
- D. When all participants are done, lead a discussion to highlight important findings from the exercises.

Workbook Exercises 2
and 3

III. Optional Exercises

If time permits, two additional exercises are suggested. Both require some planning prior to the course.

- A. Obtain and organize death data from your state or locality. Then have participants use those data to calculate various rates and discuss findings.
- B. Take a field trip to your vital statistics office to see first-hand how data are reported, stored, and retrieved.

(90 minutes for
Section III.)

Section III. Understanding and Presenting Data

(5 minutes)

I. Viewing of Video - Act 3

(40 minutes)

II. Workbook: Additional Analyses

Workbook Section III

A. Ask participants to read the text in Section III, and then complete Exercises 4, 5 and 6.

Workbook Exercises 4-6

B. Again, encourage participants to ask for help or clarification.

C. When participants are done, review the answers to each exercise. Highlight key conclusions.

D. Discuss the implications of the exercises for your own local/state situation.

(35 minutes)

III. Workbook: Effective Presentations

Workbook Section III

A. Ask participants to read the remaining text in Section III on presenting data.

B. Review the sample charts and graphs provided, highlighting aspects that make them effective.

Workbook Exercise 7

C. Instruct participants to answer the questions in Exercise 7 independently.

D. Ask for volunteers who wish to share their answers and experiences with the entire group.

Workbook Exercise 8

E. Introduce the final exercise (Exercise 8), as participants' opportunity to decide how they would make the presentation to the Board of Health.

- F. Divide participants into small groups (of 3-5 person each). Give them approximately 5-10 minutes to complet the exercise.
- G. Reconvene participants as a large group and ask them to share their decisions.
- H. Note any major similarities or differences between the groups' planned presentations.

(10 minutes)

IV. Viewing of Video - Act 4

END OF MODULE 1

(130 minutes for
Module 2)

MODULE 2

(20 minutes for
Section I.)
(5 minutes)

Section I. Sharing Data

I. Viewing of Video - Act 1

(15 minutes)

II. Workbook

**Workbook Section I,
Exercise 1**

- A. Ask participants to open their workbooks and complete Exercise 1.
- B. Divide participants into small groups to share their answers.
- C. Reconvene the entire group and lead a general group discussion on the respective roles of health agencies and the media for providing information to the public. Topics to cover might include:
 - C types of information typically requested from the health agency
 - C types of information rarely requested from the health agency (but should be) and why
 - C experiences with others' misinterpreting data
 - C backgrounds of media staff typically requesting information

(35 minutes for
Section II.)

Section II. Teen Pregnancy Rates

(10 minutes)

I. Viewing of Video - Act 2

(25 minutes)

II. Workbook

Workbook Section II

A. Ask participants to turn to Section II of their workbooks.

B. Explain that they will first read text that provides more detail on the concepts introduced in the video.

Workbook Exercise 2

C. Note that after the text is Exercise 2, which they should complete independently. Again, encourage them to raise their hands with questions.

D. When all participants are done, ask participants to share their answers. Make sure everyone understands how the answers were derived.

E. Lead a discussion to highlight important findings from the exercise (i.e., Michael's error in using occurrence abortions).

(35 minutes for
Section III.)

Section III. Comparing Rates

(5 minutes)

I. Viewing of Video - Act 3

(25 minutes)

II. Workbook

Workbook Section III

A. Ask participants to read the text in Section III, and then complete Exercises 3 and 4.

**Workbook Exercises 3
and 4**

B. Again, encourage participants to ask for help or clarification.

C. When participants are done, review the answers to Exercise 3. Make sure that all participants understand how each answer was calculated. Highlight key conclusions.

D. Then discuss the answers to Exercise 4, asking various participants to share their rewording of incorrect statements (question 2) and their suggestions for ways these errors could have been avoided (questions 3 and 4).

E. Discuss the implications of the exercises for participants' own local/state situation.

(5 minutes)

III. Viewing of Video - Act 4

(40 minutes for
Section IV.)

Section IV. Statistical Significance

Workbook Section IV

I. Workbook

Workbook Exercises 5
and 6

- A. Ask participants to read the text in Section IV, and then complete Exercises 5 and 6.
- B. Again, encourage participants to ask for help or clarification.
- C. When participants are done, review the answers. Make sure that all participants understand how each answer was calculated. Highlight key conclusions and ask them if they now feel more comfortable with the concepts of confidence intervals and statistical significance.

END OF MODULE 2

(170 minutes for
Module 3)

MODULE 3

(40 minutes for
Section I.)

Section I. Health Behavior Surveys

(10 minutes)

I. Viewing of Video - Act 1

(30 minutes)

II. Workbook

Workbook Section I

A. Ask participants to open their workbooks and read Section I.

Workbook Exercise 1

B. Review the difference between incidence and prevalence.

C. Ask participants to complete Exercise 1. Encourage them to raise their hands if they need help or have questions.

D. When all participants have finished the exercise, review the answers and discuss their implications.

III. Optional Exercise

If possible, arrange for the BRFSS Coordinator in your state to make a brief presentation on current (and planned) policies and procedures. Distribute copies of recent state BRFSS data.

(30 minutes for
Section II.)

Section II. Prevalence Estimates for Subgroups

(5 minutes)

I. Viewing of Video - Act 2

(25 minutes)

II. Workbook

Workbook Section II

A. Ask participants to turn to Section II of their workbooks.

B. Explain that they will first read text that provides more detail on the concepts introduced in the video.

Workbook Exercise 2

C. Note that after the text is Exercise 2, which they should complete independently. Again, encourage them to raise their hands with questions.

D. When all participants are done, ask participants to share their answers. Make sure everyone understands how the answers were derived.

E. Lead a discussion to highlight important findings from the exercise related to aggregating data. Give or ask for examples of local situations in which aggregation might or might not be useful and appropriate.

(100 minutes for
Section III.)

Section III. Burden of Disease Risk

(5 minutes)

I. Viewing of Video - Act 3

(45 minutes)

II. Workbook

Workbook Section III

A. Ask participants to read the text in Section III and to complete Exercise 3.

Workbook Exercise 3

B. When participants are done, review the answers to Exercise 3. Make sure that all participants understand how each answer was calculated. Highlight key conclusions.

C. Discuss the implications of the exercises for participants' own local/state situation.

(30 minutes)

III. Workbook (What is SAMMEC?)

Workbook Section III

A. Ask participants to read the text in the final section.

B. Discuss any local uses of SAMMEC, or other comparable software.

Workbook Exercise 4

C. Divide the class into small groups and ask each group to complete Exercise 4. Inform them that they will share their conclusions with each other shortly.

D. When participants are done, ask each small group to share their plans. Highlight major similarities and differences.

E. Discuss the implications of the exercises for participants' own local/state situation.

(5 minutes)

IV. Viewing of Video - Act 4

(15 minutes)

V. Wrap-up

- A. Distribute the Post-training Assessment and ask participants to complete it without referring to the course materials.
- B. Distribute course evaluation forms to solicit feedback on course materials and facilitators.

**NOW CONGRATULATE PARTICIPANTS (AND YOURSELF)
FOR FINISHING THE COURSE!!!**